**Using Wiki to Enhance Cooperative Learning in a Real Analysis Course**

**Peterson,** Elisha. (2009). [Using a Wiki to Enhance Cooperative Learning in a Real Analysis Course](http://web.ebscohost.com.proxy.lib.sfu.ca/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bNOtaivTrek63nn5Kx95uXxjL6urUmxpbBIrq%2beSbiosVKyp55Zy5zyit%2fk8Xnh6ueH7N%2fiVa%2bnsUi0prFRtaikhN%2fk5VXj5KR84LPjiufZpIzf3btZzJzfhru7yFCwqbRLtpzkh%2fDj34y73POE6urjkPIA&hid=106). *Primus,* *19*(1), 18-28.

This article describes how a Math teacher used a wiki-based website successfully in promoting cooperative learning in her classroom. I liked how she gave the definition of a wiki – a website which is constructed primarily for the purpose of online authoring and collaboration. She also identified several features that attract users to wikis; Online authoring, Collaborative authoring, Steamlined markup language, Linking structure, and Change tracking. One negative feature of a wiki is that only one person can edit at a time, which will force some students to wait. From conducting her project she identified some key positives to using the wiki; all edits to pages were logged, students had the ability to view each other’s projects, students were able to provide links, and students who were away on due date were still able to hand assignments/projects in. She also found through the application of her project that a negative was a learning curve for her students associated with using a wiki website. This article totally backs up my belief that a wiki will be a good choice for an online tool that will provide an opportunity for collaborative learning for my Planning 10 class.

**Giving Reluctant Students a Voice**

Redekopp, Reynold; Bourbonniere, Elizabeth. (2009). [Giving Reluctant Students a Voice](http://web.ebscohost.com.proxy.lib.sfu.ca/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bNOtaivTrek63nn5Kx95uXxjL6urUmxpbBIrq%2beSbCwsUy4qbc4v8OkjPDX7Ivf2fKB7eTnfLunr0uurK5Lt62wPurX7H%2b72%2bw%2b4ti7ffDf4T7y1%2bVVv8Skeeyzw2K2qbdNsK6kfu3o63nys%2bSN6uLyffbq&hid=106). ***Learning*** *& Leading with Technology, 36* (7), 34-35.

This article summarized a study that found reluctant students could make valuable contributions to class discussions. The study involved adding an online class blog to the classroom discussions for a 10th grade English class. The results indicated that many of the level 3 (rarely) and level 4 (only under duress) students made interesting and interactive contributions to classroom discussions online. I like this article because getting all students to contribute is the key to collaboration. The only caution I have from the study was the students were able to contribute with anonymity. Will that work with my field study? Or do I want others knowing who they are collaborating with specifically?

**Technology in Support of Collaborating Learning**

Resta, Paul; Laferiere, Therese. (2007). Technology in Support of Collaborative Learning. *Educational Psychology Review, 19*, 65-83.

This article reviews 20 years of research on the application of Internet-based Technology in support of collaborative learning. I learned the term Computer-Supported Collaborative Learning (CSCL). The primary aim of CSCL is to provide an environment that supports collaboration between students to enhance their learning processes and facilitate collective learning. Four instructional motives for the use of technology in support of collaborative learning were identified;

1. To prepare students for the knowledge society.
2. To enhance student cognitive performance or foster deep understsanding.
3. To add flexibility of time and space for cooperative/collaborative learning.
4. To foster student engagement and keep track of student cooperative/collaborative work.

The article also warns that online interaction does not evolve towards higher levels of discussion without proper grounding, monitoring, modeling, coaching by the instructor/teacher. I found this article to be positive towards the use of technology for collaborative learning, which is encouraging to my Field Study Ideas. In a relatively new field of study (20 years), there is still emerging evidence of the learning benefits of CSCL. The most noticeable benefits include: development of higher order thinking skills, improved productivity, and student satisfaction of the learning experience. This gives me confident that I am looking in the right direction for my class to enhance their learning by collaborating online.